

Strategic Prevention Framework Training

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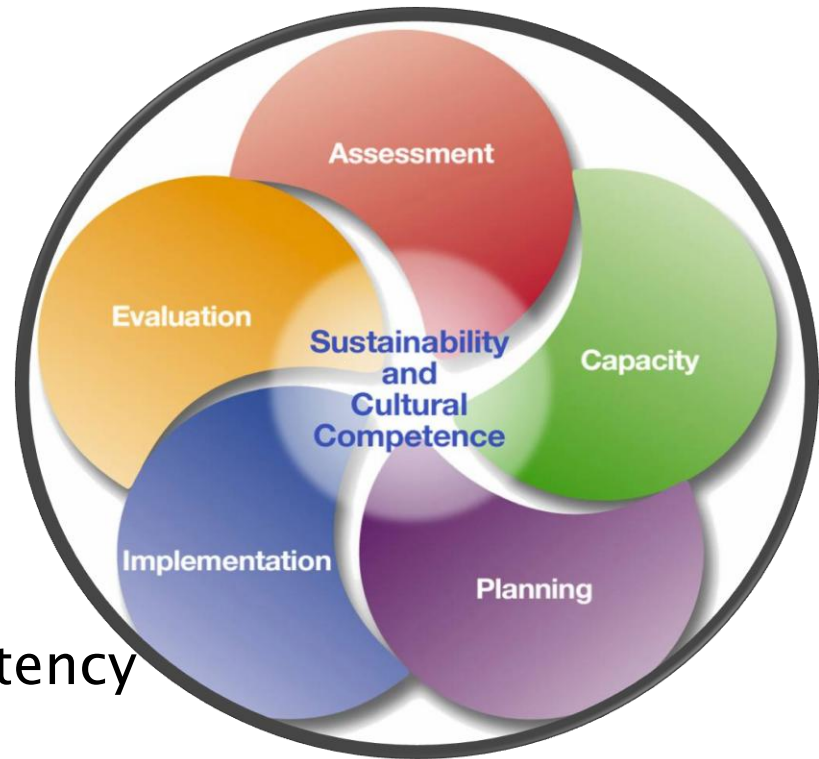
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 **BARNABAS HEALTH**
 Institute for Prevention

Strategic Prevention Framework

- ▶ Assessment
- ▶ Capacity
- ▶ Planning
- ▶ Implementation
- ▶ Evaluation
 - Sustainability
 - Cultural Competency

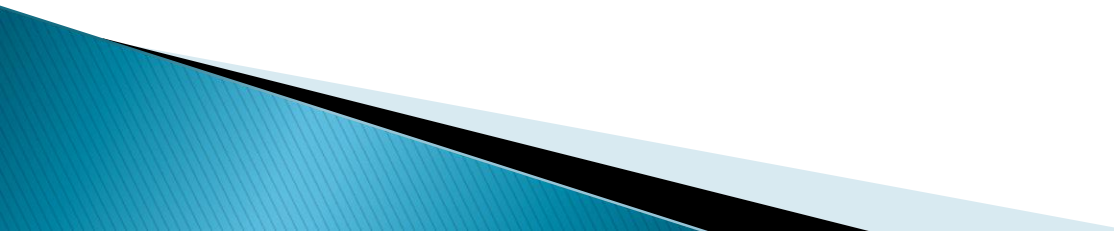


Characteristics of the SPF

- ▶ Utilizing environmental strategies to promote community level change
- ▶ The SPF focuses on a set of systematic process, not just program implementation decisions

Outcomes Based Prevention

The SPF strengthens our prevention approaches because it:

- Focuses on environmental strategies in order to affect population level change
 - Focuses on risk and protective factors
 - Focuses on data-driven strategies
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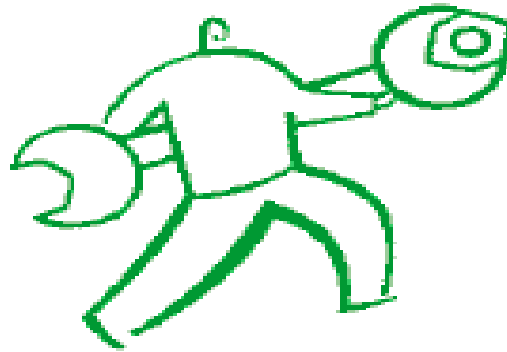
Strategic Prevention Framework

Assessment: Collect data (qualitative & quantitative) to identify problems, resources and readiness within a community to address the problem.



Strategic Prevention Framework

Capacity: Mobilize and/or build participation within a community to address the identified problems.



Strategic Prevention Framework

Planning: Developing a comprehensive strategic approach to address the problem identified by the assessment.



Strategic Prevention Framework

Implementation:

Executing evidence based prevention strategies in order to promote community level change.



Strategic Prevention Framework

Evaluation:

Measure the impact of the implemented strategies.



Strategic Prevention Framework

Cultural competency

– A set of behaviors, attitudes and policies that come together in a system, agency, or problem or among individuals, enabling them to function effectively in diverse cultural interactions with similarities within, among and between groups.



Strategic Prevention Framework

Sustainability:

The likelihood of a strategy to continue for a period of time, especially after specific funding ends.



SPF's Focus

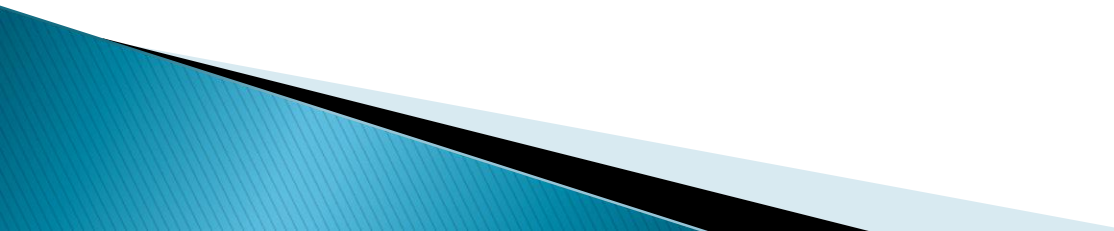
- ▶ Environmental Strategies to promote community level change.

What Is an Alliance?

A community coalition created by the New Jersey Legislature to:

- Identify alcoholism and drug abuse prevention, education, and community needs.
- Implement programs to reduce alcoholism and drug abuse at the municipal level through prevention, education and community outreach.

NJSA 26:2BB-7 & 9



Assessment



SPF Step 1:
Assessing
the
Community

What is Assessment?

Assessment is the process of collecting and analyzing data to identify problems, identify resources and gauge readiness for change in order to address needs and gaps.



Process for Assessing the Community

1. Define and describe the community
2. Collect data to identify problem
3. Assess community resources & readiness
4. Develop problem statement



Assessment Data: Qualitative

Subjective information, influenced by personal perceptions, opinions and experiences



Assessment Data: Qualitative

Subjective information, influenced by personal perceptions, opinions and experiences

- Focus Groups
- Surveys (attitudes)
- Key Informant Interviews
- Public Forums
- Social Media



Assessment Data: Quantitative

Objective statistical data, not influenced by emotions or personal perspective



Assessment Data: Quantitative

Objective statistical data, not influenced by emotions or personal perspective

- Demographic Information
- Uniform Crime Report
- Hospital Admissions
- Treatment Admissions
- Local Police Data
- Surveys (numbers)
- School Violence and Vandalism Report



Why should you conduct a Community Assessment?



The Strategic Prevention Framework

Capacity Building



Step 2: Capacity



SPF Step 2:
Building
Community
Capacity

Strategic Prevention Framework

Capacity:

Organizing Your Alliance

Building a Winning Team

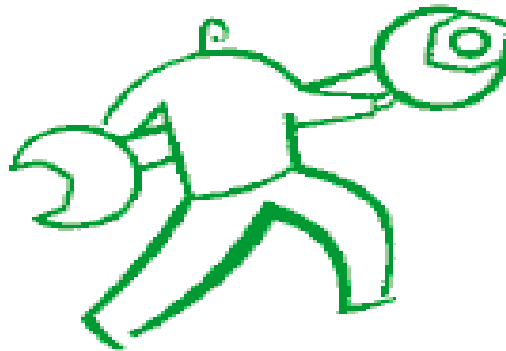
Statutory Recommendation

Federal Recommendations

Developing Leadership

Providing Training

Setting the Stage for Future Success



Coalition Membership Statute (26:2BB-9) vs. Federal Sectors

- ▶ Chief of Police
 - ▶ Pres. of School Board
 - ▶ Super. of Schools
 - ▶ Student Ass't Coordinator
 - ▶ Represent. of PTA
 - ▶ Representative of Teacher's bargaining unit
 - ▶ Representative of Chamber of Commerce
 - ▶ Municipal Court Judge
 - ▶ Represent. of civic assoc.
 - ▶ Represent. of local religious group
 - ▶ Private Citizens
 - Law Enforcement
 - School
 - Parents
 - Business
 - Media
 - School
 - Youth Serving Organizations
 - Youth (under 18)
 - Religious/Faith Based
 - Civic/Volunteer Groups
 - Substance Abuse Organizations
 - Health Care Providers
 - State or Local Gov't
 - Seniors
- 

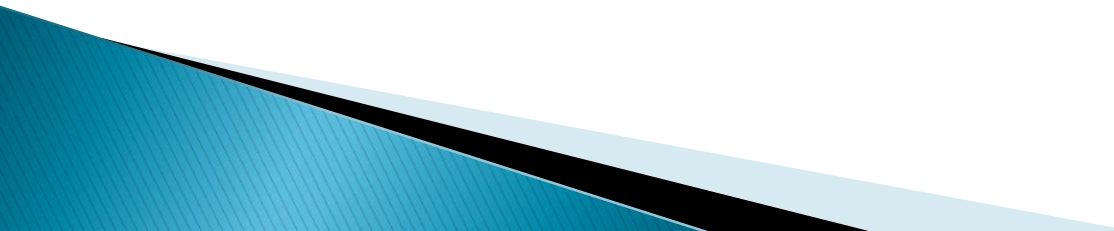
Communication

Develop a Communication Plan
Share Your Story & Highlight Your
Successes

- Brochure
- Portion of Town Website
- Develop Relationship with Media
- Newsletter



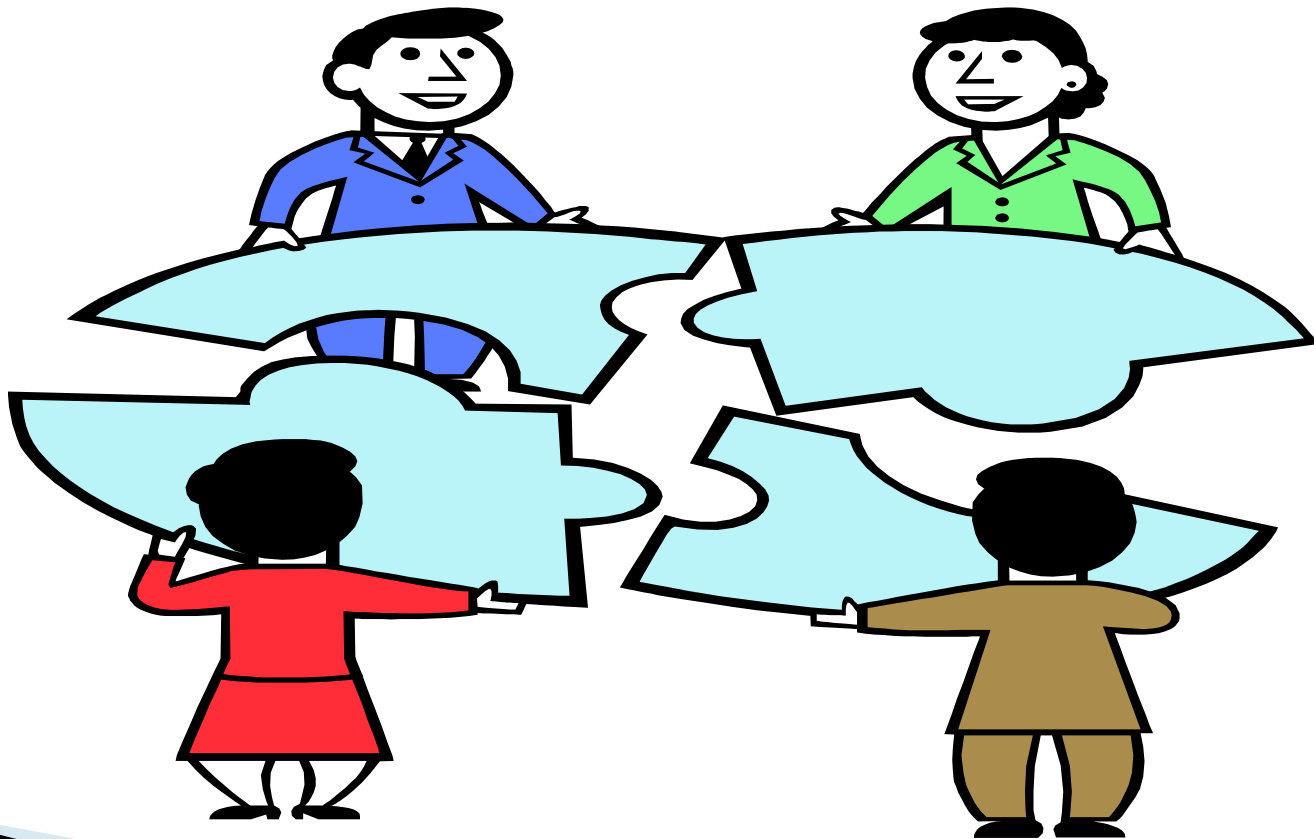
Member Training

- ▶ SPF Model
 - ▶ Evidence Based Programs, Strategies and Practices
 - ▶ Environmental Strategies
 - ▶ Advocacy
 - ▶ Cultural Competence
- 

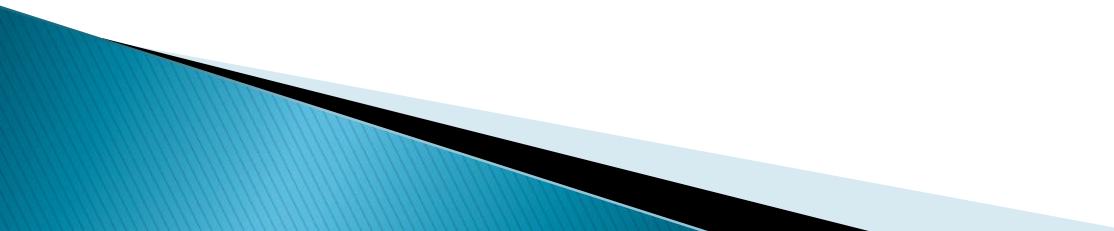
Planning/Building Your Roadmap



Analyzing Data: Putting the Puzzle Together



THE LOGIC MODEL

- ▶ What is the problem (Problem Statement)?
 - ▶ Why is it a problem – (What are the risk factors or root causes of the problem)?
 - ▶ Why is it a problem in our community (local conditions)?
 - ▶ What can we do about it (strategies)?
- 

Problem Statement

Identify problems based on quantitative and qualitative data in order to create a Problem Statement

Conclusion should be supported by at least three sources (triangulation) before determining the problem



WHAT?

Problem Statement

DATA:

Why?

Identify Risk Factors (root causes)



Root Cause Risk Factors

- **Availability/Access**

- **Social access**

- **Retail access**

- **Medical access**

- **Low Perception of Risk**

- **Parental Attitudes**

Favorable to Use

- **Social Norms**

- **Peer Influence**

- **Low Enforcement**

- **Promotion**

- **Price**

- **Community Norms**

WHAT?

WHY?

Problem Statement

Root Causes
(Risk Factors)

DATA:

DATA:

DATA:

Where Do We Go From Here?

(Hint: it helps to have a
roadmap!)



But, Why Here?

Dig deeper – identify local factors which contribute to the problem.



WHAT?

Problem Statement

Data:

WHY?

Root Cause
Risk Factor

Data:

LC:

Data:

LC:

BUT WHY HERE?

Local
Condition

Data:

Data:

Data:

GCADA Logic Model

Alliance Name: _____ County: _____ Priority Addressed: _____ Last Updated: _____

TRAINING SAMPLE FORM

Problem Statement

Data:



As part of Prevention Unification with:



Root Causes "But why?"

Data:

LC:

Data:

LC:

Logic Model 2014-2017 Grant Cycle

Local Conditions "But why here?"

- 1
Data:
- 2
Data:
- 3
Data:
- 4
Data:
- 5
Data:
- 6
Data:

TRAINING SAMPLE FORM

Interventions